

Preparing for a Site Visit

Using the 2019 NAEYC Accreditation Standards and Assessment Items

Accreditation is not about perfection. It is about continuously celebrating your program's strengths and addressing areas that may need additional attention. It is also about demonstrating that your program meets the standards that guide your profession.

You and your team have worked hard to document this commitment to quality. You've reflected and made enhancements. Now is the time for our trained and reliable assessors to review your evidence and provide external feedback.

Are you ready for your accreditation site visit? Use this checklist to help you prepare. This checklist was informed by data from NAEYC assessors, accreditation coaches, and program directors.

- We used the current NAEYC portfolio and observation tools along with other resources to prepare our evidence.**
 - We used the [2019 NAEYC Standards and Assessment Items](#) to create a shared understanding among staff and stakeholders.
 - All classroom and program portfolio evidence is aligned with the specific language and guidance in the current portfolio tools found [here](#).
(Note: The current assessment items are more to the point. Some of the evidence used in the past may no longer meet the specific language of the current assessment items.)
 - Mock observations were conducted using the specific language and guidance in the current classroom and program observation tools.
(Note: The current assessment items are more to the point. Some of the evidence used in the past may no longer meet the specific language of the current assessment items.)

- We paid close attention to the [nine required items](#). We know that if any one of these nine items is not met, our program will not earn or maintain accreditation.**
 - All teaching staff implement the sight and sound requirements as part of their daily practice.(3C.2, 3C.3, 3C.6, 3C.7, 3C.8)
 - Our guidance/discipline policy is explicitly aligned with 1B.10.
 - All teaching staff understand our program's guidance/discipline policy and follow it in their daily practice. (1B.4)
 - We have the appropriate evidence from a child care licensing agency or a public agency, such as Department of Defense or a board of education, documented in our portfolio.(10B.16)
 - Infant teaching staff know to place infants on their backs to sleep, unless authorized by a physician. If any infant in our program has this recommendation, the physician's note is readily available. (5A.10)

- The evidence in our classroom and program portfolios is clear and brief so it can readily assessed.**
 - Every piece of evidence is labeled. Some evidence is highlighted so it can be easily identifiable by the assessor.
 - Every photo has a caption that describes how the photo relates to the assessment item.
 - Some assessment items call for an exact number of evidence examples. In those cases, we have included the correct amount of evidence. For example, see 1C.6.

- We know our program's strengths and gaps.**
 - We conducted mock observations and portfolio reviews.
(Tip: Use local college students or swap staff with another program to conduct the mock visit.)
 - Teaching staff have observed each other and can help to hold each other accountable for meeting the standards on a daily basis.
 - For circumstances beyond our control, we know that some assessment items will likely not be met. To be safe, these items are less than 10% of each standard.

- We embrace the accreditation standards as part of our professional responsibility and obligation to young children and their families.**
 - These standards guide our daily practice.
 - Just like we expect other professions (like nurses, pharmacists, and manicurists) to meet their professional standards, we too hold ourselves accountable for meeting the standards of our profession.
 - We will let NAEYC know when the accreditation standards, assessment items, and/or process is too rigid or unfair. This is also a part of our professional obligation.